

# Relationships and Sexuality Education Policy



*Learning together in a changing  
world, creating success for all.*



# Trinity Fields School and Resource Centre

## Relationships and Sexuality Education Policy

### Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

#### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

#### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

#### Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs"**.

Our Relationships and Sexuality Education (RSE) policy addresses the following legal requirements, national strategies and Welsh Assembly Government guidance:

- Education Act 1996 and 2002;
- Sexual Health and Wellbeing Action Plan;
- Guidance on sexuality and relationships education (RSE) in schools;
- Requirements of the "Personal and Social Education Framework for 7 to 19 year olds" (2008);
- Welsh Assembly Government Circular No: 019/2010.

Sex education is a life-long process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. Our pupils need to develop a deeper understanding about themselves and about respecting and valuing others. They need to have an understanding of the importance of appropriate social interaction and the crucial differences between private and public behaviour.

Through our RSE policy and relevant schemes of work we aim to enable our pupils to make informed choices and decisions, encourage individual responsibility and to help them build up a system of values. At all times, staff will be sensitive to the pupil's stage of development and level of understanding and the wishes of the parent. We believe that underpinning this policy is a philosophy that each of us feels valued for what we are and of our worth to others.

Our overriding aim is to give our pupils the skills to form relationships with dignity, assertiveness and self-esteem. Our pupils have the right to be listened to and to participate in the decisions that affect them, including the necessary information to make their own choices.

This RSE policy should be read in conjunction with the following school policies/documents:

- Pupil friendly version of RSE policy
- Personal Social and Health Education
- Religious Education
- Safeguarding
- Behaviour
- Equalities
- Strategic equalities plan

**Parents/carers have the right to withdraw their child from all or any part of the Relationships and Sexuality Education provided at school, other than sex education contained within the current curriculum.**

## **Aims**

- Provide knowledge and information about human development and personal growth;
- Prepare pupils for physical and emotional changes in themselves and others;
- Raise pupils' self-esteem and confidence;
- Enable pupils to respect and value themselves and others;
- Encourage responsible behaviour for themselves and towards others;
- Understand appropriate sexual behaviour in public and private situations;
- Develop skills of communication, decision-making and assertiveness;
- Help pupils exercise control and choice over their health and personal lifestyle;
- Encourage pupils to form positive relationships based on respect and responsibility.

In addition to these we aim to:

- Provide knowledge and understanding of the law in regard to sexual behaviour;
- Help pupils to realise and cope with their vulnerability;
- Help pupils understand 'street jargon' and develop and use correct vocabulary.

## **Arrangements for planning**

### **Delivering relationships and sexuality education**

RSE is generally taught across the school through the PSE curriculum using language and materials that are relevant and suited to the age and ability of the pupils. It may also be delivered in Science lessons or for secondary age pupils only or there may be specific RSE lessons.

Active learning methods, which involve pupils' full participation, will be used. Single gender groups will be used as deemed appropriate and relevant. RSE must also be seen as an essential and integral part of the learning process. In acknowledging the sensitive nature of some aspects of RSE and pupils' embarrassment and privacy will be respected.

### **Foundation phase (3-7 year olds)**

In the Primary Department, we do not have discrete RSE lessons, however, RSE aspects are taught through the PSHE and KUW (science) schemes of work. Pupils' individual needs are taken into account and RSE is taught within the broader context of developing self-esteem and responsibility for the consequences of their own actions. Discussions are also held around feelings, relationships and attitudes.

Pupils in the foundation phase will access learning experiences that cover the following areas:

- Important people in my life. What they do for me and what I do for them;
- My moods: feeling happy, sad, and so on;
- Friendships;
- Loss and mourning: for example, a person, a pet;
- Keeping safe: danger I might come up against. Saying no;
- My body and other people's bodies: similarities and differences; (body awareness)
- The beginning of life: me, animals, plants;
- Growth in people, animals and plants;
- Ageing: how we know things are alive, dead, young, old.

### **School curriculum phase (8-13 year olds)**

Key Stage 3 pupils access their RSE through the PSE scheme of work and also have lessons about anatomy and physical changes in Year 9 via their science lessons.

**The sequence for teaching relationships and sexuality education is all linked to the PSE scheme of work, SEAL and science scheme of work:**

- Changes as we grow;
- Different types of families;
- Feelings in families, for example, love, jealousy;
- What helps people to get on with each other, for example, listening/sharing;
- What makes me happy;
- What I like or don't like about other people;
- Keeping safe;
- Caring for myself: hygiene, sleep, exercise;
- People who help me to care for myself;
- Inside my body: the functions of different parts;
- Feelings: things which make me happy, sad, embarrassed, scared and so on;
- Difficult situations: for example, teasing and bullying;
- Changes in my own body and in those of others;
- How babies begin and are born: how they grow;
- Family trees;
- Keeping healthy: exercise, diet, the immune system, and so on;
- Friendship: who our friends are, how we make and lose friends;
- Making decisions, influences on me;
- Keeping safe;
- Varied lifestyles in the class and community: differences in others and how we feel about differences.
- Decision-making, risk-taking;
- Feelings about the future, for example changing schools;
- Families and how they behave, what members expect of each other;
- Celebrations of birth, christening, puberty, marriage and death in different cultures;
- Expressing feelings and how we do this; being assertive, not bullying;
- Differences and similarities in people;
- Sexuality, what is it and what words describe it;
- Body changes in me and others, why they are happening;
- Things that go into my body that help, for example, good food, and some drugs and harm, for example some drugs, cigarette smoke, poisons;
- Messages about health and sexuality from television, films, and newspapers.

## Learning pathways (14-19 year olds)

Below are the key modules that relate to RSE available within the 14-19 department:

| ASDAN New Horizons | ASDAN Transition Challenge | Agored Cymru          | ASDAN Towards Independence                |
|--------------------|----------------------------|-----------------------|---|
| Personal           | Knowing How                | Personal Hygiene      | Engaging with the world around me: People |
| Social             | Feeling Good               | Sex and Relationships | Everyday Living                           |
| Health             | Making Choices             |                       | Knowing about myself                      |
| Citizenship        | Moving Forward             |                       | Myself and Others                         |
| Relationships      |                            |                       | Personal Care Routines: Introduction      |

### Relationships (ASDAN Towards Independence)

There is also an additional ASDAN accredited “**Relationships**” course offered at school. Pupils that require this module due to developing sexual awareness are identified by staff. Staff will then discuss with the parents/carers of the identified pupils and consent will be sought. Pupils are then split into two groups; males and females. The male relationships group is currently delivered by **David Evans** and the female group by **Kate Thomas**. This relationships course will be ongoing to ensure all areas have been addressed. Additional relationships group for some of our pupils with more complex needs are led by other teachers in the 14-19 learning pathways classes.

## Allocation of resources

### 1. Staff resources

Staff are our most valuable resource. The number of support staff in each class base is calculated on the total number of pupils, combined with the complexity of each pupil’s learning needs. Training for all staff should include:

- Awareness of personal relationships and sexuality;
- Awareness of sexual abuse and the school procedures;
- Awareness of guidelines for confidentiality.

Training for teachers of the programme should include:

- Group work skills;
- RSE resources
- Awareness on sex and the law;
- HIV/AIDS, sexually transmitted diseases and contraception awareness’.

Training needs will be met through the school CPD and curriculum budgets. Advantage will be taken of any training/development opportunities to participate in Caerphilly County Borough Council Courses or those linked to the “Healthy Schools” scheme, as RSE is one of our objectives to work on for the Healthy Schools NQA.

### 2. Teaching resources

- Primary resources and those linked to the PSE scheme of work are held centrally.
- Resources for more specific RSE for secondary age pupils are held in the senior classes.
- Resources will continue to be monitored and reviewed to keep them up to date and relevant to the pupils.

## **Role of the headteacher**

The headteacher will:

- Discuss future developments for RSE with the leads for RSE.
- Support staff to create a rich and stimulating learning environment.
- Support and encourage other professionals to develop their skills and teaching of all aspects of RSE.
- Ensure budget provision for current resources and materials.
- Ensure budget provision for staff training.

## **Role of the RSE leads**

### **1. Administration**

- Ensure that the school meets the statutory requirements for the delivery of the RSE curriculum and involvement of the Healthy Schools scheme.
- Complete an annual audit of resources and make this information available to staff.
- Manage an annual budget for PSE/RSE and place orders to keep resources up to date and in good condition.
- Liaise with the EAS consortium, where appropriate.
- Take the lead in policy development, the development of the PSE scheme of work;
- Monitor the teaching and learning of RSE to ensure continuity and progression;
- Take responsibility for the purchase and deployment of resources throughout the school;
- Provide support to colleagues in their use of resources in the classroom;
- Co-ordinate the evaluation and review of the school's RSE policy;
- Keep up to date on developments and pass on information to colleagues as appropriate.

## **Working with parents/carers**

The school is committed to working in close partnership with parents. Under the Education Act 1996 pupils can be withdrawn by their parents/carers from part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.

It is essential that in this sensitive area there is close liaison and cooperation between the school and parents. Parents are encouraged to work with the school and are reassured that any ethnic and religious considerations are taken into account. Parents/carers of secondary aged pupils will be informed if a programme of RSE is to be delivered in their child's class and the outline of the programme will be explained. They may also view any materials to be used.

Parents/carers will be told which areas fall outside the science National Curriculum and therefore can request that their child is withdrawn from those lessons. These requests should be made to the headteacher and alternative arrangements can be agreed. Once a pupil has been withdrawn, they cannot take part in sexuality and relationships education until the request for withdrawal has been removed.

Parents/carers will also be made aware of any involvement of the wider community in the delivery of the RSE programme. Training and support will be offered to parents/carers as part of the school's commitment to being an "Investors in Families" school. Sexuality and relationships education resources will be available to parents/carers who wish to supplement RSE provision in school or who wish to deliver sex education to their children at home.

## **Confidentiality**

Pupils should be encouraged to know that they can speak privately with any member of staff if they have any concerns or worries. Staff will deal honestly with any queries.

Where staff have particular concerns regarding pupils' sexual behaviour they must refer the issue to the headteacher who will take the necessary action and may need to follow our safeguarding procedures.

**Refer to “Safeguarding” policy for further details.**

## **Assessment, recording and reporting**

- 14-19 learning pathways pupils have their work accredited through ASDAN.
- Records of pupils' work will be used as evidence of achievement and progress along with the comments and observations of staff.
- Parents will receive a report on their child's progress as part of the RSE section in the annual school report and may receive interim reports where aspects of the pupil's RSE provision are included in their Individual Education Plan.

**Refer to “Assessment, Recording and Reporting” policy for further details.**

## **Criteria for evaluating the success of the RSE policy**

This policy will be amended and agreed by all teachers and governors after discussion. It will then be reviewed annually by the lead for RSE after discussion with staff. When reviewing the policy the following questions will be asked:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims in this document?
- Is there evidence to show pupils are experiencing breadth and balance across the whole curriculum?
- Can the RSE lead demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum
- Do the ARR arrangements clearly identify pupil achievement and fulfil legal requirements?
- Are the Health and Safety arrangements implemented in a consistent way?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?

## Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

|                                    |  |                    |
|------------------------------------|--|--------------------|
| Signed                             |  | Headteacher        |
| Signed                             |  | Chair of Governors |
| <b>Date of Review: Autumn 2019</b> |  |                    |

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.